

Sunray Independent School District
Sunray Elementary School
2015-2016 Campus Improvement Plan



Mission Statement

The mission of Sunray Elementary School is to shape the future, one child at a time, through a community partnership dedicated to excellence in teaching and learning.

In order to ensure that all students succeed, we will:

- Encourage parental and community academic involvement.
- Show enthusiasm in our teaching, creating an inviting learning environment.
- Be responsible for all student learning and mastering the state developed curriculum or TEKS.
- Encourage all students to participate in non-academic activities.
- Model and teach manners, respect, citizenship, and teamwork.
- Expect students to always give their best.

In order to measure that all students are successful in learning, we will:

- Provide continual assessments that evaluate progress towards mastering the TEKS and use those results to direct our course of action to produce mastery for all students.
- Analyze all available data to determine strengths and weaknesses of individual and group needs to promote student learning.

When a student isn't successful in learning, we will:

- Collaboratively re-evaluate lessons to determine ways to improve student learning and then re-teach the lessons using different methods, and providing additional assistance.
- Collectively establish plans and strategies that will provide the student with the necessary additional time and support to ensure learning.
- Consistently involve parents in educational decisions to promote student success.

When a student is successful with the required curriculum, we will:

- Provide opportunities that will allow the student to explore and enhance learning through various presentation methods such as technology, art presentations and other teacher developed methods. This will encourage creativity and a deeper level of learning from our students.

Vision

The vision of Sunray Elementary is to become a true professional learning community, a community of learners that is focused on the learning process.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sunray ISD is a small, rural district of 520 students. Currently, 54.2% of students were Hispanic and 43.3% were White, with the remaining 2.5% being other ethnicities. 48.8% of students were economically disadvantaged.

Demographics Strengths

The diversity of students at Sunray ISD provides the opportunity for cultural enrichment in the classroom setting.

Student Achievement

Student Achievement Summary

STAAR 2015	3rd Grade		4th Grade		
	Reading	Math	Reading	Math	Writing
All Students	70%	Raw Score 28	66%	Raw Score 33	61%
Eco Dis	54%	Avg. Raw Score 27	63%	Avg. Raw Score 33	63%
ESL	67%	Avg. Raw Score 28	25%	Avg. Raw Score 29	25%

Student Achievement Strengths

In 2014-15, Fourth Grade Math was our strength with a raw score of 33 compared to the state average of 29.

Student Achievement Needs

The state testing data from 2014-15 demonstrated a need for improvement in the areas of 3rd grade both areas and 4th Grade Reading and Writing. We also need to improve our Hispanic, ECD and Special Education students' performance in all grade levels.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sunray Elementary staff consists of 27 people. Of these 27, 20 are teachers, 2 support staff, 3 Para-professionals, 1 campus counselor and 1 campus administrator. The average years of experience for the staff are 9.7 years with 7.7 years of experience within the district. The gender make-up of the professional staff is 26 females and 1 males. There are 3 minorities on staff at Sunray Elementary.

Staff Quality, Recruitment, and Retention Strengths

One of the strengths of Sunray Elementary staff is the experience found on the campus. The teachers have the experience to implement the TEKS Resource System, curriculum and have a variety of teaching strategies that work for them. The teachers, new(er) to the profession, have experienced teachers to mentor and assist them. The more experienced teachers are open to new ideas and able to adjust their teaching. Collaboration between faculty members is an asset for Sunray Elementary. Faculty members work together, listen to each other, and learn together to strengthen the overall program at Sunray Elementary. This collaboration also assists with vertical and horizontal alignment of curriculum which strengthens the entire learning community at Sunray ISD.

Staff Quality, Recruitment, and Retention Needs

A need for Sunray Elementary staff is more Spanish proficient staff members. 59.8% of the student body is Hispanic, having more Spanish proficient staff members would assist with communication between home and school. Also, with more staff members Spanish proficient, the Hispanic parents and community members would feel more welcome and volunteer to assist Sunray Elementary.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource System is Sunray ISD's curriculum management system. Teachers are required to follow the Instructional Focus Documents and develop Unit Assessments in TEKS Resource system or DMAC for their classrooms. This will help teachers and administrators predict student success on the state assessments in the spring. The data will be used to target students for our Response to Intervention Programs at all campuses. Teachers will also implement Sean Cain's Fundamental Five: Framing the Lesson, Working in the Power Zone, Purposeful Small Group Talk, Recognizing/Reinforcing Effort, and Writing Critically across the curriculum.

Curriculum, Instruction, and Assessment Strengths

Sunray ISD is making strides in full TEKS Resource System implementation in the core classrooms. Teachers will use the IFD and assessments from TEKS Resource System or DMAC to measure and improve their daily instruction.

Curriculum, Instruction, and Assessment Needs

Rigor in the classroom is a need for Sunray ISD. We will be implementing the Fundamental Five and TEKS Resource System's assessments in the classroom to increase rigor.

Family and Community Involvement

Family and Community Involvement Summary

Sunray Elementary provides opportunities for parents to be involved in the schools. We have a PTO at the elementary to encourage parents to be actively involved in the school. Sunray Elementary also provides opportunities for parents to volunteer and assist in the daily school routines. We have two days set aside for parent-teacher conferences where the parents are strongly encouraged to meet with their child's teacher(s). Each special program (Dyslexia, GT, Title I, ESL, etc.) have parental information nights at least once a year. Parents are encouraged to attend all ARD meetings. Parent feedback supports the continuation of the parent conference days in the Fall and in the Spring. We have also had positive feedback on the amount of documents we send home in both English and Spanish. We will find ways to increase volunteerism and mentoring at the campuses. We have parent and community representatives on our Campuses and District Educational Improvement Councils. We also want to work to increase the use of technology as a communication tool. Parents are encouraged to join the e-mail lists at each of the campuses as well as to view the district website at www.sunrayisd.net.

Family and Community Involvement Strengths

Sunray Elementary has an active PTO at the elementary school which involves parents, teachers, community members and administration. The schools send home information on how to become involved with the schools. Parents are also contacted by telephone, e-mail, and on the district website about opportunities to be involved and how to volunteer in the schools.

Family and Community Involvement Needs

Sunray Elementary has an overall need to increase parent involvement. We need to actively recruit Hispanic and ELL parents. Hispanic parents and ELL parents need to feel welcomed in the schools and to be involved as much as possible. Another need for parent involvement is to increase communication between the school and parents. This includes improving communication between parents and the schools, using more parent & community e-mails and keeping the website current. Written communication to parents needs to be in both English and Spanish. RosettaStone classes at night to increase adult literacy in English or Spanish.

Technology

Technology Summary

Sunray ISD tries to stay current with technology and technological trends. We have a current website, all administrators use Twitter, automatic calling system and SMARTboard technology incorporated daily.

Technology Strengths

Sunray Elementary has provided a SMARTboard in almost every classroom. Before installation of the technology in the classrooms, professional development and training were required of teachers. Another strength is the new automatic calling system to notify teachers, parents and community members of information in a timely fashion.

Technology Needs

Sunray Elementary will assist in updating the district technology plan, finish installing SMARTboard in remainder of teachers' classrooms, provide additional beginner and advance SMARTboard trainings, and develop a campus based replacement plan for computers and other technologies such as calculators, projectors, SMARTboards, etc.

Community Involvement

Community Involvement Summary

The sense of community involvement is very strong in Sunray. The community supports the school. Community members show their support by serving on the school board, various parent advisory committees, the District Educational Improvement Council, the various Campus Educational Improvement Councils, fundraisers, and athletic events. Several community members are showing their support of Sunray schools by mentoring struggling elementary school readers this year.

Community Involvement Strengths

One of the strengths for Sunray Elementary is community involvement. The community of Sunray supports the school district academically, monetarily, and athletically. The community volunteers as mentors in our elementary school working with our students who have math difficulties. The community also volunteers in other areas at our schools. The community supports the school monetarily by supporting the various fund raisers, passing school bonds, and attending the different athletic events. The community supports the athletic teams with their attendance at the different events as well as displaying Bobcat pride throughout the town. Another strength is the various programs that Sunray ISD invites the community to participate in. The Veterans' Day program is one example of the community involvement programs that Sunray ISD offers.

Community Involvement Needs

One of the biggest needs is improving communication between the schools and the community members. The school district will add community members to the e-mail lists and automatic phone calling system when information is provided.

Programs

Programs Summary

Sunray Elementary serves approximately 225 students in grades Pre-Kindergarten through 4 grades. The ethnic breakdown for Sunray Elementary is 59.8% are Hispanic and 39.2% are White. Sunray Elementary has 59.3% economically disadvantaged students. Students identified as LEP – 33.5%, At-risk - 61.7%, and Mobility - 15.8%. The Bilingual/ESL, GT, Dyslexia, Title I, 504, Response-to-Intervention (RTI) and Special Education programs assist students in their academic, social, and physical success. The Reading Recovery for Sunray Elementary provides teacher leadership in reading, assists with TPRI progress monitoring and proper interventions with reading students on Tier 2 and Tier 3. The Bilingual/ESL program assists Sunray Elementary LEP students to become more proficient in speaking, reading, and writing the English language. The Gifted and Talented (Advanced Academics) Program meets the Texas standards. The Dyslexia program serves students identified as Dyslexic with the Herman Method and Lexile Computer Programs. Sunray Elementary is a Title I school. Sunray Elementary 504 program makes accommodations for students identified under IDEA. RTI and extended day (tutorials) opportunities meet the needs of students unsuccessful in their core subject. The North West Texas Shared Services Arrangement (NTWSSA) serves the special educational students at Sunray Elementary.

Programs Strengths

The staff survey data shows that the Bilingual/ESL program and personnel assists the LEP students in acquiring English, advancing in their English proficiency according to TELPAS and becoming more successful in their remaining academic subjects. This is a real strength for Sunray Elementary. Another strength for Sunray Elementary is the Reading Coach. She is able to assist the teachers not only with their reading instruction but also with the reading interventions and progress monitoring. Another strength for Sunray Elementary is the Dyslexia program. The RTI and Extended Day program assists students with their academic weaknesses by giving students more time in a small group setting for intensive remediation of their academic weaknesses. The Special Education program meets the needs of students identified as special education.

Programs Needs

The elementary staff survey data shows that scheduling for special programs is the main concern.

Operations

Operations Summary

Accountability Sunray Elementary is a Met Standard Campus.

Operations Strengths

Attendance: Attendance rates continue to be recognized as acknowledge by the state of Texas. All areas with significant numbers of students to categorize continue to be above 96%. We will continue to recognize students for attendance. We will continue parent contacts through phone calls and letters for excessive absences and tardies. We will continue a modified exemption policy at the high school for semester tests based on attendance and grades for all non-core classes. Student Campus Assistance Teams will review attendance as needed. Saturday School will be used to help with attendance and grades. **Crisis Management:** The Crisis Management Plan is complete and the teaching staff has been trained in its use. Drills will be conducted at each campus in order to stay prepared in the event of a crisis. The required Crisis Plan Audit was completed in Fall, 2007-08 through our Risk Management Group. The Crisis Plan will be modified base on the findings and recommendations of the school safety audit. **Discipline Management:** The use of the progressive discipline guide, the training of and use of mentors for new staff members, the review of discipline guidelines for returning staff members and the training of substitute teachers in discipline techniques continue to keep major discipline issues to a manageable level. Offenses are minor in nature – tardies, violation of school rules, cheating, horseplay, etc. Campus principals and Campus Educational Improvement Councils continue timely monitoring of discipline at each campus and timely implementation of strategies that address campus discipline needs. The report to the board and analysis of the data helps the campuses and the district to ensure that discipline is firm, fair and consistent. Each campus will continue to analyze the discipline data to see where most discipline problems are occurring and will develop strategies to improve these areas if current discipline methods are not working.

Operations Needs

Attendance: Waiver for flu-like illness attendance levels will be applied for if needed. **Crisis Management:** Crisis Drills need to be continued and practiced at each campus. Entire Crisis Management document for district and campuses needs to be updated through Rem4ed and then communicated to all staff members. Additional modifications are needed based on results and suggestions from the school safety audit performed last year. **Discipline:** Although discipline infractions remain at the minor level. A plan needs to be developed to strengthen Saturday School and ISS to make them a bigger deterrent to tardiness and absenteeism.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices






Goals

Goal 1: By 2019-2020, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science and social studies.

Performance Objective 1: All 4th grade students will achieve at least 85% mastery level within three years on the STAAR Writing test.

Summative Evaluation: The district average and subgroups of students will increase in writing in the aggregate who are at or above the proficient level in writing on the state's assessment. Student subgroups will increase as follows: H-%, W-3%, EcoD-1% and SpEd-%. (Note: These groups are those for which the ESEA requires state reporting and include students disaggregated by race, ethnicity, gender disability status, migrant status, English proficiency, and status as economically disadvantaged.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies prior to a student failing.	Principal, Classroom teachers, Special Programs Director, NWTSSA Director	The number of students failing ELA and Writing State Assessment will decrease.				
2) An intervention period is included in the school day to provide acceleration of instruction for students weak in the areas of Language Arts / Writing.	Principal	master schedule				
3) Interventions will be offered during the day as needed for supplemental instruction to address the differences in ELA/Writing scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.	Literacy Coach	Differences in testing scores will decrease; a decrease in the failure rate for student groups mentioned				
4) Teachers will implement TEKS Resource System and sequence in Language Arts.	Teachers, Principal	Lesson plans				
5) Teachers will integrate technology including SMARTboard into the classroom instruction following the technology TEKS and the District Technology Plan.	Teachers, Principal	Lesson plans				
6) Students identified as gifted and talented will participate in the Advance Academic Services Program in order to meet their needs in the area of ELA/Writing.	ELA teachers, Principal, AAS campus coordinator, Special Programs Director	End of year Student, Parent and Teachers surveys				
7) Students identified as Special Education, Dyslexic, LEP, or 504 will take State Assessment practice tests and/or Benchmarks as determined by the appropriate committee.	Special Programs Director, NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				






8) Teachers will review testing data for all students using DMAC.	Teachers, Principal	DMAC records of teacher use, RTI interventions for students in need of assistance. Student performance on state and local assessments will improve.				
9) Teachers will implement "Building Academic Language" in their daily instruction.	Classroom teachers, Principal	Lesson plans will document "Building Academic Language" activities, word walls, student performance on state and local assessments will improve.				
10) Tutorials will be offered during the school day and after school as needed for supplemental instruction to address differences in English scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.	Classroom teachers	Differences in state and local exam scores between the various student groups and failure rates will decrease, student performance on state and local assessments will increase.				
11) Teachers will analyze TAPR, DMAC, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.				
12) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers,	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
13) ESL students will be served in an ESL class and/or with a certified ESL teacher in the core classes.	ESL staff, Principals, Special Programs Director	ELL student performance on state and local assessments including TELPAS will improve.				
14) Students identified with Dyslexia will be served in a Dyslexia program to address their need for accelerated learning in Language Arts.	Dyslexia teacher, Principal, Campus Dyslexia Committee, Special Programs Director	Student performance on state and local assessments will increase.				
15) All students will produce at least one piece of writing per semester and teachers will keep documentation.	Core teachers	Copies of publications containing student work, student writing portfolios				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: By 2019-2020, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science and social studies.

Performance Objective 2: All grades will achieve at least 93% mastery level within 3 years on the state assessment for Reading.

Summative Evaluation: The district average and subgroups of students will increase in reading in the aggregate who are at or above the proficient level in reading on the state's assessment. Student subgroups will increase as follows: H-3%, W-1%, EcoD-4% and SpEd-6%. (Note: These groups are those for which the ESEA requires state reporting and include students disaggregated by race, ethnicity, gender disability status, migrant status, English proficiency, and status as economically disadvantaged).

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) A variety of computer based interventions (Istation and Lexia) will be used to accelerate student who are struggling with reading to fill in the gaps in their skills.	Classroom teacher, Literacy Coach, Principal	Students Reading scores will increase.				
2) All Elementary teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies prior to a student failing and with students who are struggling with core classes and state testing.	Classroom teachers, Principal, Special Programs Director, NWTSSA Director	Test scores will increase and the numbers of failures will decrease.				
3) ESL students will be served in an ESL program and/or Certified Teacher.	Principal, ESL teachers, Special Programs Director	State Test scores will increase and students will show progress in their English proficiency.				
4) Interventions will be offered during the day as needed for supplemental instruction to address the differences in Reading scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.	Literacy Coach, Classroom Teachers, Principal	Student reading test scores will improve, and the number of students failing will decrease.				
5) Students identified with Dyslexia will be served in a Dyslexia program.	Dyslexia teacher, Principal and Special Programs Director	Dyslexic students testing scores will increase and be monitored for progress for success on the State Assessment.				
6) Sunray Elementary will provide a Pre-Kindergarten class that serves qualifying children starting at age 4.	Principal	Students served by Pre-K test scores will be monitored to ensure they are equal or better than those students who did not attend Pre-K.				
7) Teachers will implement TEKS Resource System curriculum in reading.	Classroom teachers, Principal	Lesson plans				
8) Teachers will used the TPRI to assess Reading in grades K-2.	Classroom teachers, Literacy Coach, Principal	Students will show progress in their reading skills.				
9) Tutorials will be offered after school for students who are struggling with reading (Tier 1 intervention strategies).	Classroom teachers	Student reading test scores will improve and the number of students failing reading will decrease.				






10) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
11) Teachers will analysis TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.				
12) Teachers will implement "Building Academic Language" in their daily instruction.	Classroom teachers, Principal	Lesson plans will document "Building Academic Language" activities, word walls, student performance on state and local assessments will improve.				
13) Teachers will review testing data for all students using DMAC.	Teachers, Principal	DMAC records of teacher use, lesson plans document interventions for students in need of assistance. Student performance on state and local assessments will improve.				
14) Students identified as Special Education, Dyslexic, LEP, or 504 will take State Assessment practice tests and/or Benchmarks as determined by the appropriate committee.	Special Programs Director, NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
15) Students identified as gifted and talented will participate in the Advance Academic Services Program in order to meet their needs in the area of ELA/Writing.	ELA teachers, Principal, AAS campus coordinator, Special Programs Director	End of year Student, Parent and Teachers surveys				
16) Teachers will incorporate SMARTboard (interactive white board) technologies into their daily lessons.	Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
17) Students in grades K-3 will use the Award Reading Program as a supplemental and/or additional reading intervention.	Teachers, Principal	Participating students' achievement will equal to or be better than non-participating students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: By 2019-2020, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science and social studies.

Performance Objective 3: All grades will achieve at least 92% mastery within 3 years on the state assessment for Math.

Summative Evaluation: The district average and subgroups of students will increase in math in the aggregate who are at or above the proficient level in math on the state's assessment. Student subgroups will increase as follows: H-9%, W-4%, EcoD-4% and SpEd-9%. (Note: These groups are those for which the ESEA requires state reporting and include students disaggregated by race, ethnicity, gender disability status, migrant status, English proficiency, and status as economically disadvantaged.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies prior to a student failing.	Principals, Classroom teachers, Special Programs Director, NWTSSA Director	Teachers will document intervention strategies in their lesson plans, student failures will decrease				
2) An intervention period is built into the school day to provide acceleration of instruction for students weak in the areas of Mathematics.	Principal	Master schedule				
3) Interventions will be offered during the day as needed for supplemental instruction to address the differences in Mathematics scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.	Classroom teachers, Principal	Lesson plans will document the interventions provided. Student scores will increase.				
4) Teachers will implement TEKS Resource System scope and sequence in Mathematics.	Classroom teachers, Principal	Lesson plans will document teachers using TEKS Resource System.				
5) Students identified as gifted and talented will participate in the Advance Academic Services Program in order to meet their needs in the area of mathematics.	Math teachers, Principal, AAS campus coordinator, Special Programs Director	End of year Student, Parent and Teachers surveys				
6) Students identified as Special Education, Dyslexic, LEP, or 504 will take State Assessment practice tests and/or Benchmarks as determined by the appropriate committee.	Special Programs Director, NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
7) Teachers will review testing data for all students using DMAC.	Teachers, Principal	DMAC records of teacher use, lesson plans document interventions for students in need of assistance. Student performance on state and local assessments will improve.				






8) Teachers will implement "Building Academic Language" in their daily instruction.	Classroom teachers, Principal	Lesson plans will document "Building Academic Language" activities, word walls, student performance on state and local assessments will improve.				
9) Teachers will integrate technology including SMARTboards into classroom instruction following the TEKS and the District Technology Plan	Teachers, Principal	Teacher lesson plans will document the use of technology.				
10) Teachers will use TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.				
11) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
12) ESL students will be served in an ESL class and/or with a certified ESL teacher in the core classes.	ESL staff, Principals, Special Programs Director	LEP student performance on state and local assessments including TELPAS will improve.				
13) Teachers will incorporate SMARTboard (interactive white board) technologies into their daily lessons.	Teacher, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
14) Students will use Accerlerated Math to address their need of assistance and acceleration in the area of Math.	Teacher, Principal	Participating students' achievement will be equal to or better than non-participating students.				
15) Students in grades K-4 will use the Think Through Math and Soft 7 programs to address their need of assistance and acceleration in the areas of Math	Teacher, Principal	Participating students' achievement will be equal to or better than non-participating students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: By 2019-2020, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science and social studies.

Performance Objective 4: All students will achieve the Met Standard status.

Summative Evaluation: All Title I schools will achieve the Met Standard status.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) K-4 pull-out program for students to receive additional intensive reading/math instruction (Tier3).	Principal, Teachers	Standardized testing, curriculum based assessments, benchmarks, and TPRI scores will increase.				
2) Optional Extended Day and Year programs will be used to assist students who are failing or have failed a course or grade level by extended day or through summer school.	Special Programs Director, ESC 16, NWTSSA Director, Principal	Student's post test will show grade level achievement prior to being promoted.				
3) Review and revise the effectiveness of ESL, State Comp Ed, Title and Dyslexia instructional options being offered by the Elementary for students with learning difficulties.	Special Programs Director, Superintendent, Principal	Reduction of number of students served in special education and /or initial referrals.				
4) The RTI Team and/or 504 Committees will develop accommodations to be used in the classrooms and when test taking for students who may have temporary or permanent disabilities.	RTI Team, 504 Committees, Special Programs Director	Accommodations for students with disabilities				
5) Students performing below grade level will receive additional instruction and support through supplemental staff positions for instructional assistants, classroom aides, and class size reduction teachers.	Principals	Student performance on state and local assessments will improve.				
6) Teachers will be trained in the Response to Intervention model and will implement Tier 2 and Tier 3 intervention strategies with students performing below grade level.	Principal, Student Assistance teams	Student performance on state and local assessments will improve.				
7) The RTI teams will be used to ensure that students' needs are being served. The RTI Team will serve as the pre-referral committee and will be trained in the process and duties of the committee.	Principal, RTI Team, Superintendent, NWTSSA Director, Special Programs Director	Campus and DEIC will review Student Assistance Team results to review effectiveness of the program and the number of students being served.				
8) Teachers will have access to item analysis of the student's state assessments, benchmarks, and Curriculum based assessments using DMAC.	Principal, Teachers	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.				
9) Teachers will incorporate SMARTboard (interactive white board) technologies into their daily lessons.	Teacher, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				






10) Students in grades K-4 will use the Istation and Think Through Math programs to address their need of assistance and acceleration in the areas of Reading, and Math.	Teacher, Principal	Participating students' achievement will be equal to or better than non-participating students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: All Limited English Proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attain proficient or better in reading/language arts, mathematics, science and social studies.

Performance Objective 1: LEP students will improve at least 5% on the state Math Test.

Summative Evaluation: 68% of the LEP students will be at or above the proficient level in mathematics on the state's assessment.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Encourage all teachers to obtain their ESL certification to better serve their ELL students in the classroom.	Principal	ExCET results submitted to Principal and Superintendent				
2) ESL classess will be set up in the Master Schedule to offer ELL student assistance.	ESL Teacher, Principal, Special Programs Director	Students performance on state and local assessments will increase.				
3) ESL teacher will work with Math Teachers to reinforce math concepts learned in regular classroom based on the needs of individual students.	ESL teacher, Math teachers	Student performance on State and Local Math assessments will increase.				
4) Students identified as Special Education, Dyslexic, 504 or ELL will take the appropriate state assessments and/or benchmarks as determined by the appropriate committee.	ESL teacher, LPAC committee, Special Programs Director	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
5) Sunray ISD will provide effective training for all classroom teachers and mentors concerning innovative technique and strategies addressing the ELL students' needs.	Principal, Special Programs Director, ESL teachers	Staff development sign-in sheets, Lesson plans will document the use of appropriate strategies used to meet the needs of the ELL students				
6) Teachers will implement English Language Proficiency Standards (ELPS) into their daily instruction to increase ELL students' English acquisition.	Classroom teachers, Principals	Lesson plans will document the ELPS, student performance on state and local assessments including TELPAS will improve				
7) Teachers will use a variety of computer assisted programs for interventions with ELL students to improve their understanding of math concepts.	Classroom teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve				
8) Teachers will use a variety of Region 4 Intervention Materials for Math to improve ELL students' understanding of Math concepts.	Math teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve.				
9) All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing.	Principal, Teachers, NWTSSA Director, Special Programs Director	LEP student performance on state and local assessments will improve and the number of LEP student who fail or drop out will decrease.				
10) An intervention period is included in the school day to provide acceleration of instruction for weak areas in math.	Principal	Master Schedule				
11) Teachers will implement "Building Academic Language" into all math classes.	Math Teachers, ESL teacher, Principal	Lesson plans, Word Walls, increase student performance on local and state assessments				






12) Tutorials will be offered during the school day, after school as needed for supplemental instruction to address differences in English scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.	Classroom Teachers, Principals	Student performance on state and local assessments will improve.				
13) Teachers will analysis TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.				
14) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers,	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
15) ELL students will be served in an ESL class and/or with certified ESL teachers in the core classes.	ESL staff, Principals, Special Programs Director	Student performance on state and local assessments including TELPAS will improve.				
16) Teachers will incorporate SMARTboard (interactive white board) technologies into their daily lessons.	Teacher, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
17) Students in grades 1-4 will use Accelerated Math to address their need of assistance and acceleration in the area of Math.	Teacher, Principal	Participating students' achievement will be equal to or better than non-participating students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: All Limited English Proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attain proficient or better in reading/language arts, mathematics, science and social studies.

Performance Objective 2: LEP students will improve at least 7% on the state reading/language arts tests.

Summative Evaluation: 70% of the LEP students will be at or above the proficient level in reading/language arts on the state's assessments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Encourage teachers to obtain their ESL certification to better serve ESL students in the regular classroom.	Principal, Special Programs Director	ExCETS results submitted to Principal and Superintendent				
2) ESL teacher will work with Language Arts teachers to reinforce concepts learned in the regular classroom based on the needs of the individual student.	ESL teacher, LA teachers	Student performance on state and local assessments will show growth.				
3) Provide training for all classroom teachers and mentors concerning innovative techniques and strategies addressing the needs of ELL students	Special programs Director, ESL staff members	Review needs assessment for staff development; monitor: benchmarks, lesson plans; walkthroughs				
4) ESL classes will be set up in the master schedule to offer ELL students assistance.	ESL teacher, Principal, Special Programs Director	Student performance on state and local assessments in the area of LA will show growth.				
5) Students identified as Special Education, Dyslexic, ELL, or 504 will take State Assessment practice tests determined by the appropriate committee.	Special Programs Director, NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
6) Sunray ISD will provide effective training for all classroom teachers and mentors concerning innovative technique and strategies addressing the ELL students' needs.	Principal, Special Programs Director, ESL teachers	Staff development sign-in sheets, Lesson plans will document the use of appropriate strategies used to meet the needs of the ELL students				
7) Teachers will implement English Language Proficiency Standards (ELPS) into their daily instruction to increase ELL students' English acquisition.	Classroom teachers, Principals	Lesson plans will document the ELPS, student performance on state and local assessments including TELPAS will improve				
8) Teachers will use a variety of computer assisted programs for interventions with ELL students to improve their understanding of ELA/Reading concepts.	Classroom teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve.				
9) Teachers will use a variety of Region 4 Intervention Materials to improve ELL students' understanding of ELA/Reading concepts.	ELA teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve.				






10) All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing.	Principal, Teachers, NWTSSA Director, Special Programs Director	LEP student performance on state and local assessments will improve and the number of LEP student who fail or drop out will decrease.				
11) An intervention period is included in the school day to provide acceleration of instruction for weak areas in Language Arts/ Writing.	Principal	Master Schedule				
12) Teachers will implement "Building Academic Language" into all ELA classes.	ELA Teachers, ESL teacher, Principal	Lesson plans, Word Walls, increase student performance on local and state assessments				
13) Tutorials will be offered during the school day, after school as needed for supplemental instruction to address differences in English scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.	Classroom Teachers, Principals	Student performance on state and local assessments will improve.				
14) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers,	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
15) ESL students will be served in an ESL class and/or with ESL certified teacher in the core classes.	ESL staff, Principals, Special Programs Director,	Student performance on state and local assessments including TELPAS will improve.				
16) Teachers will incorporate SMARTboard (interactive white board) technologies into their daily lessons.	Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: All Limited English Proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attain proficient or better in reading/language arts, mathematics, science and social studies.

Performance Objective 3: LEP students will improve at least one level in English proficiency on the state's assessment.

Summative Evaluation: At least 60% of the students will advance one level in English proficiency by the end of the school year.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administer to new students a Language Proficiency Test, if the Home Language Survey indicates English is not spoken in the home and norm reference standardized achievement test indicates the student is not proficient in English.	Special Programs Director, Principals, ESL Staff Members	Language proficiency test results				
2) Provide ESL students with a minimum of 45 minutes of ESL instruction each day in addition to the regular classroom instruction.	Principal, ESL Certified teachers	The disparity between ELL and other student's performance will be reduced. ELL failure rate will decrease, and ELL student performance on state and local assessments will improve.				
3) Provide peer and/or adult tutoring and enrichment opportunities during and after school.	Classroom teachers, HS mentors, Principal	Student performance on state and local assessments will improve.				
4) Teachers will analyze TAPR, DMAC, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.				
5) Teachers will implement "Building Academic Language" into all Core classes.	Core Teachers, ESL teacher, Principal	Lesson plans, Word Walls, increase student performance on local and state assessments				
6) All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing.	Principal, Teachers, NWTSSA Director, Special Programs Director	ELL student performance on state and local assessments will improve and the number of ELL student who fail or drop out will decrease.				
7) All core teachers are encouraged to attain their ESL endorsement to be better qualified to serve the needs of our ESL students in their classes with an incentive plan for certification	Principals	ExCETS or TExES results submitted to Principal and Superintendent				
8) Teachers will use a variety of Region 4 Intervention Materials for core subjects to improve ELL students' understanding of core concepts.	Core teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve.				
9) Teachers will use a variety of computer assisted programs for interventions with ELL students to improve their understanding of English language concepts.	Classroom teachers, principal, Special Programs Director	Student performance on state and local assessments will improve				

10) Teachers will implement the English Language Proficiency Standards (ELPS) into their daily instruction to increase ELL student English acquisition.	Teachers, Principal	Lesson plans will document ELPS, student performance on state and local assessments including TELPAS will improve.				
11) Teachers will incorporate SMARTboard (interactive white board) technologies into their daily lessons.	Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All students will graduate from high school.

Performance Objective 1: 95% or greater will graduate from high school with a regular diploma.






Summative Evaluation: The number of students who graduate from Sunray High School with a regular diploma will be at least 95% of the cohort and disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantage; calculated in the same manner as used in the National Center for Educational Statistics reports on Common Core of Data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 504 Committees will develop accommodations to be used in the classroom and when taking tests for students who may have temporary or permanent disabilities.	504 Committees, Special Programs Director, Principal	Accommodations forms for 504 students.				
2) Daily attendance will be monitored through parent contact according to district procedures.	School secretary, Principal	Parent Contact Log				
3) ARD committees will address the needs of special education students.	NWTSSA Director, Principal, Special Ed staff	Student performance on state and local assessments will improve.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: All students will graduate from high school.

Performance Objective 2: There will be less than 1% of students who drop out of school.

Summative Evaluation: The number of students who drop out of school will be less than 1% of the number of students - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; calculated in the same manner as used in the National Center of Educational Statistics reports on Common Core of data.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 504 Committee will develop accommodations for students who may have temporary or permanent disabilities to be used in the classroom or when test taking.	504 Committee, Principal, Special Programs Director	Accommodation forms				
2) All Student/Campus Assistance Teams will review student's needs and match campus and/or district programs that will assist them. Programs that are available may include: tutoring, interventions, Learning Labs, Title I and State Compensory Ed programs.	Student/Campus Assistance teams, Principal, Special Program Director, NWTSSA Director	NWTSSA Director will report each semester, the number of student referrals to special services as compared to the two prior years.				
3) All students will have the opportunity to learn about career fields.	Counselor	Counselors will include career education in the district guidance plan, including career fairs and guest speakers. Counselors will report career ed opportunities to the CEIC and DEIC.				
4) Home Bound services will be provided to all students that have a documented reason for services.	Student/Campus Assistance Team, ARD committee, Special Programs Director, NWTSSA Director	NWTSSA Director will report the number of "Home Bound" students served by regular ed and special ed to the Superintendent.				
5) Students "at-risk" of dropping out will be identified and intervention strategies will be developed for each student as needed.	Principal, Student/Campus Assistance Teams, Counselor	Plans developed				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Parents and other members of the community will be partners in the improvement of the school.

Performance Objective 1: Feedback and input from parents and community members will increase by 5% as indicated by sign-in sheets and parent surveys.

Summative Evaluation: Principal will report the number of parents and community members who attended events and return surveys to the schools to the Superintendent and DEIC.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All teachers will have parent conference twice a year (Fall and Spring) with parent.	Principal, CEIC, Central Administration	Parent sign-in sheets, notes from conferences, end-of-year survey				
2) We will have a "Meet the Teacher/Drop off Supplies" event prior to the first day of school.	Principal, Staff	Parent Sign-in sheets				
3) Teacher/Parent contacts will be made at least every three weeks through progress reports/ report cards.	Principal, Staff	Teacher/Parent contact logs, signed progress reports, signed failing report cards, End-of-year Parent surveys				
4) The Campus Educational Improvement Council will include: teachers, Principal, non-instructional professional staff members, parents, business representatives and community representatives.	Principal	Minutes of monthly meetings				
5) We will continue to support the local PTO by providing programs.	Principal, Staff	Minutes of the PTO meetings				
6) Parent meetings for all special populations (i.e. migrant, ELL, Special Ed, Advanced Academic Services Program, Title I, Pre-K/Kindergarten Roundup, Dyslexia) will be held throughout the school year.	Special Programs Director, Principal, NWTSSA Director, Teachers	Parent Sign-in Sheets, End of year Surveys				
7) Continue to improve on Spanish translations of school communication-- letters, phone calls, and notes in Wednesday folders	Principal, Core Teachers	End of year Parent Surveys				
8) Regular meetings of all special populations parent advisory committees (PAC, LPAC, Title I, ESL, etc.)	Principal, Title I Campus Coordinator, ESL Campus Coordinator, Special Programs Director	Minutes of meetings, sign-in sheets				
9) Parents are encouraged to attend special programs/events throughout the year (i.e. Music Programs, PE Programs, etc.)	Principal, Staff	Parent sign-in sheets, programs, End-of-year Surveys.				
10) Parents of students in need of assistance (Interventions) are notified as to continuing in intervention or changes every six weeks to eight weeks.	Principal, Teachers	Teacher/Parent contact logs				
11) Parents are encouraged to attend and participate in the three parties a year.	Principal, Staff	End of year Parent Surveys				
12) Provide peer and/or adult tutoring and enrichment opportunities during, before, and after school through high school mentor.	Principal, Staff, HS mentors	Parent Surveys, sign-in sheets				

13) Parents will have information to access the Parent Portal TX Connect.	Principal and Teachers	End of Year Parent Surveys				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: All students will be taught by highly qualified teachers.

Performance Objective 1: 100% of classes will be taught by a "highly qualified" teacher (as defined in §9101(23) of the ESEA), in aggregate and in "high poverty" schools (as defined in §1111(h)(1)(C)(viii) of the ESEA).






Summative Evaluation: Classroom teachers will have their documentation of "highly qualified" on file in the Superintendent's office.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administrative staff will attend and participate in job fairs to recruit qualified personnel.	Principal	Registration for Job Fairs. Calendar dates set.				
2) Recruitment of new and/or additional personnel will be conducted throughout the school year.	Principal	Registration for job fairs, calendar dates set				
3) The district will provide stipends for teachers who become ESL certified.	Principal	ESL Certification documentation on file in Superintendent's office				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: All students will be taught by highly qualified teachers.

Performance Objective 2: 100% of Para-professionals (excluding those whose sole duties are as translators and parental involvement assistants) will be deemed "highly qualified" by the State of Texas (§11199(c)(d)).

Summative Evaluation: Para-professionals will have their documentation for "highly qualified" on file in the Superintendent's office.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Instructional Paraprofessionals will be evaluated by principal in order to establish highly qualified status.	Principal	Paraprofessional evaluations				
2) Provide on-going staff development to address the needs of all students on campus.	Principal	Verification of teacher records and necessary requirements.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: All students will be taught by highly qualified teachers.

Performance Objective 3: 100% of the teachers will receive high quality professional development(defined in §9101(34)).

Summative Evaluation: Teachers will reflect their "professional development" in their daily teaching.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing. Lesson plans will document the intervention strategies used with individual students, student scores on state and local assessments will improve, the number of failures and/or drop outs will decrease	Teachers, Principal, NWTSSA Director, Special Programs Director	Lesson plans will document the interventions strategies used with individual students; student performance on state and local assessments will improve; the number of failures and/or drop outs will decrease.				
2) All teachers will participate in the district staff development and training sessions.	Principals	Sign-in sheets and agendas				
3) ESL teachers will receive training in the different software programs used to assist ELL students with English acquisition and acceleration of core curriculum.	ESL staff, Special Programs Director, Principal	Sign-in sheets, training certificates				
4) First year teachers in Sunray Elementary will attend a new teacher orientation and receive training from ESC 16.	Superintendent, Principals	Sign-in sheets, training certificates				
5) Newly hired teachers will be paired with a mentor teacher during thier first year in Sunray.	Principal	Mentor meetings and response logs of teachers				
6) Professional growth plans will be developed for those teachers in need of assistance.	Principal	Plans on file, training certificates and/or sign-in sheets				
7) Provide effect training for Student/Campus Assistance teams staff. Training includes appropriate referrals as they are impacted by envirnoment, culture, and economic disadvantaged.	NWTSSA Director	Sign-in sheets, agenda, evaluation completed by staff members and the reduction of inappropriate initial referrals.				
8) Provide effective training to teachers concerning innovative techniques and strategies focusing on specific State Assessment objectives.	Principal	PDAS report, AEIS report, Curriculum based assessment results, DMAC reports.				
9) Provide Special Ed staff development and training for all instructional staff, addressing the areas of: referral process, transition, AYP, confidentiality, disabilities, ARD etiquette, and interventions.	NWTSSA Director	Sign-in sheets, agenda, Staff Development evaluations completed by staff members				
10) Provide staff development training based on campus needs.	Principal	Sign-in sheets, agendas				
11) Staff development will be provided to assist teachers and administrators in working with ELL students.	Special Program Director, Principal, Superintendent	sign-in sheets, training certificates				
12) Staff development will be provided for all staff members in identifying and bullying prevention.	Superintendent, Principal	Sign-in sheets, agenda, handouts from presentations				

13) Teachers will be trained to use DMAC for disaggregation of testing data in order to respond to individual student needs.	Principals, Superintendent	Training sign-in sheets, DMAC records of teacher use				
14) Teachers will be trained in implementing the English Language Proficiency Standards (ELPS).	Special Programs Director, Principal	Lesson plans will document the ELPS, student performance on state and local assessments including TELPAS will improve.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: Sunray Elementary will NOT be labeled as a dangerous school as defined by the State of Texas.






Summative Evaluation: Sunray Elementary will be labeled as safe, drug-free and conducive to learning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) An After School Detention (ASD) will be provided for students who are experiencing less serious disciplinary behaviors.	Principal	Progress reports and disciplinary slips will show improved achievement and fewer infractions of students who were placed in ISS after their return to the regular classroom.				
2) Sunray Elementary will develop and implement an anti-bullying plan including activities to deter bullying, consequences for bullying, and how-to report bullying on campus.	Principal, Counselor	Number of bullying incidents will decrease				
3) All staff members will be trained in recognizing bullies.	Superintendent, Principal	Sign-in sheets, handouts from presentation				
4) All staff and students will be trained on bus safety and evacuation procedures.	Principal, Transportation Director	State report of bus evacuation drills				
5) Counselors will conduct individual counseling sessions for students in need of assistance.	Counselor	Counselor's report of students served.				
6) Continue to provide access to "Stay Alert School Safety Hotline" to report anonymously and as a detrimental to misbehavior or crimes.	Principal, Superintendent	Results of logged calls				
7) Crisis Management Plan will be review and revised based on the Crisis Plan's Audit.	Principal, Superintendent	Current plan will be widely disseminated with staff and drills will be continued for training. Changes to the plan based on the audit will be added.				
8) Sunray Elementary will participate in Red Ribbon Week during October.	Principal, Counselor	Agenda of Red Ribbon Week activities				
9) Safety procedures will be reviewed and staff will be trained.	Superintendent, Principal	Record of safety trainings held, accident reports with worker's compensation claims will be reduced.				
10) All staff will be trained in recognizing and dealing with emotional, social, and behavior disorders.	Principal	Sign-in sheets, handouts from presentation, document necessary behavior plans, and less time dealing with class interruptions.				
Funding Sources: District						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 2: Sunray Elementary will maintain or exceed the state attendance rate of 96%.






Summative Evaluation: Attendance rate as measured by the Academic Excellence Indicator System

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Parental contact will be made for all students with excessive absences and/or tardies.	Principal Secretary, Principal	Letters, e-mails, and/or contact logs showing contacts made with parents. Decrease in absenteeism.				
2) Perfect attendance will be rewarded at student assemblies each six weeks.	Principal	Number of students receiving awards for perfect attendance each six weeks and for the year				
3) Student/Campus Assistance teams will assist in monitoring attendance and in planning interventions for students with excessive absences.	Student/Campus Assistance Teams, Principals	Student/Campus Assistance Team documentation six week attendance reports.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 3: Students will be disciplined according to the District Code of Conduct and the District Progressive Discipline Guidelines.






Summative Evaluation: The number of incidents will decrease based on the numbers of the 425 Report for Sunray Elementary.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) A comprehensive discipline report will be developed based on the 425 records and shared with the board of trustees, CEIC, and DEIC. This will be used to identify areas of strength and those needing improvements.	Principal, Superintendent	Board Item Agenda for June Board Meeting, Areas of strenght and need determined by the Educational Improvement Councils.				
2) Principal will develop a sytem of procedures /protocols for rules and guidelines for After School Detention.	Principals	Documents developed governing ISS.				
3) All staff take responsibility for enforcing rules and policies at Sunray Elementary.	All Staff	Office referrals, observed behaviors of students				
4) Principal will assign a mentor to new staff members to assist with classroom management/discipline issues. Mentors and new staff will meet on an as needed basis.	Principal	Principal's Mentor List, Discussions with mentors and new staff members, Walkthroughs				
5) The discipline program will be reviewed annually by the improvement council and adjusted as needed based on determined strenghts and needs of the campus as outlined in the progressive discipline guide and student code of conduct.	Principal, CEIC	CEIC agendas, Changes in document based on needs				
6) Training all staff and subs working in After School Detention to ensure they strictly follow the protocols and procedures developed by the administration.	Principal	Number of people trained. Consistant and uniform rules and procedures being observed in ISS. Decrease in number of students required to attend Saturday School and ISS.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 4: Sunray Elementary will decrease the number of bullying incidents.

Summative Evaluation: The number of reported bully incidents will decrease.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Sunray Elementary will take reports of bullying as serious offenses and will investigate these reports to the fullest.	All faculty	Number of reported offenses, Investigation documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 5: Sunray Elementary students will participate in Physical Education classes and other health related activites recommended by Sunray ISD School Health Advisory Committee.






Summative Evaluation: The number of healthy children in Sunray will increase by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Elementary children will participate in PE for a minimum of 30 min. a day.	Principal	Students Fitness gram scores will show a 5% increase.				
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 7: Migrant student will meet Federal and State standards.

Performance Objective 1: Increase the number of migrant first graders who develop sufficient affective, cognitive and psychomotor skills to be promoted to second grade.






Summative Evaluation: The number of migrant first graders who are promoted to second grade will increase.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Sunray Elementary will provide Project SMART summer school for migrant students in Pre-K through 5th grade	Principal, Special Programs Director	Student enrollment and student promotion records.				
2) Within the first 60 days, eligible pre-school migratory children ages 3-5 are in the school district, Sunray will determine individual educational needs and to the extent possible coordinate or provide services to meet the identified needs.	Special Programs Director, Principal	Number of migrant students promoted to 2nd grade, quality of referrals for services, student performance related to performance standards for 3rd grade.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Migrant student will meet Federal and State standards.

Performance Objective 2: Increase the number of migrant students who are served in summer migrant programs through the efforts of interstate coordination who migrating outside of Texas during the summer months .






Summative Evaluation: The number of migrant students who migrate during the summer will be serve by interstate coordination.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Assist in the coordination of Texas migrant students who may be served with out-of-state summer migrant programs by accessing State provided information regarding summer programs in receiving states and sharing with students and parents; alerting receiving states summer migrant program staff members of potential arrival of Texas students; and working with the Texas Migrant Interstate Program (TMIP) as needed.	Principal, Counselor, Special Programs Director	Number of students served through out-of-state summer migrant programs				
2) Designate and enter into NGS a district contact person who will be available during the summer months and will have access to migrant students records, such as grades and immunizations	Principal, Special Programs Director	Survey completed by receiving states personnel (regarding access to Texas district summer contact person and needed information)				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Migrant student will meet Federal and State standards.

Performance Objective 3: Increase the number of migrant students who failed STAAR in any content area and who participates in a summer STAAR remediation program.

Summative Evaluation: The number of migrant students who failed STAAR will participate in a summer STAAR remediation program.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant student who have failed State Assessment in any content area are accessing local, intrastate or interstate opportunities for summer remediation.	Principal, Special Programs Director	number of migrant students enrolled in a summer State Assessment remediation program; student performance on next State Assessment administration will improve				
2) Provide State Assessment Remediation during alternative times for migrant students who are unable to attend a State Assessment remediation summer program offered during traditional times. State Assessment remediation may include the internet based State Assessment Readiness and Core Knowledge	Principal, Special Programs Director	Number of migrant students enrolled in an alternative summer State Assessment remediation program; student performance on next administration of State Assessment will improve.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: Sunray Elementary will maximize the use of funding to improve achievement of students labeled at-risk of dropping out of school.

Performance Objective 1: All at-risk students will pass all portions of STAAR and perform satisfactorily in all programs designed to assist at-risk students.

Summative Evaluation: Student performance on state and local assessments will improve, parental involvement will increase at SES.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue Content Mastery at SES for students determined to have a learning need.	Principal	End of Year Staff survey, Content Mastery daily logs, increase student performance on state and local assessments.				
2) Continue the use of a Counselor at SES for school counseling services.	Principal, Superintendent	Counselor log, end of year surveys from staff				
3) Continue to contract for SCE support at with ESC Region 16.	Superintendent, Business Manager,	Training and support received for teachers and program enhancement will increase student performance on state and local assessments.				
4) Develop plans for at-risk students with attendance problems after 10 absences meet with parent.	Principal, Counselor, Campus Assistance Team	At-risk students who develop attendance problems will have a higher attendance rate at the end-of-the year.				
5) Monitor Benchmark testing at each reporting time for at-risk students and use State Assessment remediation materials to assist student who need State Assessment tutorials.	Principal, Teachers, Counselors	% of at-risk students passing all portions of the State Assessment and/or % of at-risk students showing improvement on State Assessments will increase.				
6) Parents of at-risk students who have grade or attendance problems will be contacted every three weeks.	Teachers, Counselor, Principal	Teacher contact logs, signed failing progress reports, signed failing report cares, Campus Assistance Team reports				
7) Provide a Reading (Literacy) Specialist.	Principal	Students who are struggling in reading will show improvement on state and local assessments				
8) Provide intensive remediation and State Assessment preparation for students in danger of not passing State Assessments	Principal, Core Teachers	Student performance on state assessment will improve.				
9) Provide necessary interventions with an increase in frequency, intensity, and/or modalities as needed for remediation to meet student's needs.	Teachers, Principal, Campus Assistance Team	Number of failures among at-risk students will decrease as compared to previous years				
10) Provide snacks to help students in extended day programs and to provide rewards for achievement.	Principals	The number of students who attend and are successful will increase.				
11) Re-identify at-risk students at the beginning of each semester.	Counselors	An accurate list will be compiled so at-risk students will be serve appropriately.				
12) Use of summer school to assist at-risk students in gaining the concepts necessary for promotion	Principal, Teachers	All at-risk students will pass to the next grade and/or graduate on time.				

13) Monitoring of Interventions and meet to adjust interventions.	Principal, Teachers	Students will be placed in specific needs Interventions.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Budget for Sunray Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-101-4-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$47,164.00
199-11-6119-97-101-4-30-0-03	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,000.00
199-11-6119-98-101-4-30-0-03	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,500.00
199-11-6141-00-101-4-30-0-00	6141 Social Security/Medicare	\$662.00
199-11-6143-00-101-4-30-0-00	6143 Workers' Compensation	\$236.00
199-11-6146-00-101-4-30-0-00	6146 Teacher Retirement/TRS Care	\$399.00
6100 Subtotal:		\$53,961.00
6200 Professional and Contracted Services		
199-11-6219-00-101-4-30-0-03	6219 Professional Services	\$6,000.00
6200 Subtotal:		\$6,000.00
6300 Supplies and Services		
199-11-6399-00-101-4-30-1-03	6399 General Supplies	\$250.00
199-11-6399-69-101-4-30-0-03	6399 General Supplies	\$250.00
6300 Subtotal:		\$500.00
6400 Other Operating Costs		
199-11-6499-01-101-4-30-0-03	6499 Miscellaneous Operating Costs	\$300.00
199-11-6499-02-101-4-30-0-03	6499 Miscellaneous Operating Costs	\$300.00
6400 Subtotal:		\$600.00

Personnel for Sunray Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Burkett, Lucy	Teacher	Pre-K	1.0
Craig, Belinda	Teacher	Tutorials	0.05
Ham, Marlin	Teacher	Tutorials	0.05
Miller, Barbara	Teacher	Tutorials	0.05
Nelson, Amy	Teacher	Tutorials	0.05
Raymond, Ramonda	Teacher	Tutorials	0.05
Seiler, Sharly	Teacher	Tutorials	0.05

Title I

Schoolwide Program Plan

Sunray Elementary conducted a comprehensive needs assessment for the 2008-09 school year during May, 2008. The Elementary schools has implemented schoolwide reform strategies which are scientifically research based to improve student performance. All staff members at Sunray Elementary are highly qualified teachers and/or professional staff. We will continue to have high quality and ongoing professional development for principals, teachers, and paraprofessionals. We have developed strategies to attract and retain highly qualified teachers and strategies to increase parental involvement. Sunray Elementary provides an early childhood program - Pre-Kindergarten and has a transition plan for those students to be successful in Kindergarten. The Elementary school includes teachers in the decision regarding use, selection, and development of assessments for all students. Sunray Elementary school provides a response to intervention to assist and support students who experience difficulty mastering standards set by the state. The District Special Programs Director will assist in the coordination and integration among federal, state, and local services and programs for all campuses.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment was administered in May, 2008. This comprehensive needs assessment demonstrated that Math and Science were academic concerns for K-4th grades. Another need demonstrated by the comprehensive needs assessment is to improve our ESL academic achievement.

2: Schoolwide Reform Strategies

To improve the overall academic program at Sunray Elementary, the school will implement the CSCOPE curriculum in all core areas. In addition, Sunray Elementary school will build a RTI period into its day for both Math and Reading. The district will also implement an academic language focus to build the vocabulary of all students.

3: Instruction by highly qualified professional teachers

All staff members are deemed to be highly qualified by the State of Texas.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Staff will receive professional development on academic language throughout the school year during weekly collaboration time. Staff will also receive professional development on CSCOPE and curriculum throughout the school year during collaboration time. Staff will also receive on-going staff development on bullying, RTI, crisis management, GT, Dyslexia and ESL strategies through a variety of workshops, conferences and collaboration time.

5: Strategies to attract highly qualified teachers

Sunray ISD, Sunray Elementary Principal, Sunray Middle School Principal, and NWTSSA Director will participate in local and regional colleges job fairs to attract highly qualified teachers.

6: Strategies to increase parental involvement

Sunray Elementary School will increase parental involvement by having time set aside for parent/teacher conferences in both the spring and fall. In addition, each special program (Dyslexia, Gifted and Talented, ESL, etc.) will have a parent information night to explain their programs and opportunities for parental involvement to assist with student achievement. Light refreshments will be served during these parent information nights. Also, the schools will provide a parent volunteer program to assist students and teachers. Sunray Elementary and Valero-McKee Refinery will work together to provide adult mentors to assist struggling elementary students in reading.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Sunray Elementary's Pre-Kindergarten students will visit the Kindergarten classes to assist in the transition to Kindergarten. In the fall of their Kindergarten year, students who were in the Pre-K class will be assigned a "student buddy" to assist them in learning school routines.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers are given data derived from academic assessments. Teachers use this data to improve their instructional program and to pinpoint individual students strengths and weaknesses. Teachers then plan and implement interventions to improve the achievement of the individual students.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Sunray Elementary School teachers are trained in the Response to Intervention (RTI) model. Students who experience difficulty in mastering the proficient or advanced levels of academic achievement standards will be placed in a Tier 2 or Tier 3 level of instruction to accelerate their achievement during the standard school day. In addition, before school or afterschool tutorials by the classroom teachers will be offered to all students needing assistance. Saturday school and extended day opportunities are also offered to students needing accelerated instruction.

10: Coordination and integration of federal, state and local services and programs

The Special Program Director of Sunray ISD assists the principals and oversees the coordination and integration of federal, state and local services and programs to improve the overall instructional program.